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ABSTRACT

This unit is planned to help the student become aware of the mutual helpfulness of family members, school workers, and community helpers so that he may begin to understand the interdependence of people. It will also help to provide him with an opportunity to practice social behaviors so as to solve his problems through democratic procedures. This study begins with the individual and the family and gradually expands to the community. The child must be helped to learn the techniques for group living in his family and in his classroom and must be gradually led to apply these techniques to community living. He must be guided so that he develops attitudes of concern for the welfare of others, appreciation for the work others do for him, and a realization of each individual's dependence on other members of the community. These attitudes, appreciations, and understandings must be developed as essentials of all human relationships. The fourteen lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

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INTRODUCTION

The area of interdependence capitalizes on the child's interest in his immediate environment. It is planned to help him become aware of the mutual helpfulness of family members, school workers, and community helpers so that he may begin to understand the interdependence of people. It will also help to provide him with an opportunity to practice social behaviors so as to solve his problems through democratic procedures.

Family life is an integral part of the life of the community. In the school program, studies and activities pertaining to family life constitute a beginning step by which children are helped to acquire the skills and develop the attitudes they need for effective living. This ~~unit of~~ study begins with the individual and the family and gradually expands to the community. The child must be helped to learn the techniques for group living in his family and in his classroom and must be gradually led to apply these techniques to community living. He must be guided so that he develops attitudes of concern for the welfare of others, appreciation for the work others do for him, and understanding of the importance of cooperation on the part of all, and a realization of each individual's dependence on other members of the community. These attitudes, appreciations, and understandings must be developed as essentials of all human relationships.

The activities on the following pages are to be developed through the school year. The teacher will find many opportunities not only to introduce observations of the concept of interdependence, but also to reinforce observations being made by the child. Many of the activities are those developed in the Interdependence Unit for three-year-olds.

These activities complement activities from three other units in this series: Change, Social Control and Socialization. The teacher should remain alert to the numerous interfaces of the four concepts as he develops the learning activities with the children.

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SECTION A: INTERDEPENDENCE IN THE CLASSROOM

Lesson 1:

Objective: Through playing games, the child will observe and verbally identify that children and teachers need to respond in order to make group activities successful.

Materials: None

Procedure: Introduce interdependence by being alert to everyday activities in which interdependence may be stressed. Examples will be found in children's dependence on the teacher to reach materials, button clothes, hang up coats, and assist in transportation. Discuss what might happen if the teacher did not help and the need for sharing, taking turns, and cleaning up (i.e., the speed with which two can pick up a pile of blocks, etc.).

In playing London Bridge, appoint one child at a time to a specific role (i.e., the bridge). When only one person has a specific part can the game be played? Add more directions until the game may be played, pointing out that everyone depends on others to make the game possible. Repeat similar approaches with games such as Ring Around The Rosy.

The following questions should be used:

1. What happens when someone doesn't take his turn?
2. Why should we help each other?
3. Why do we need to have friends?
4. How can we help each other at clean-up time?
5. Are their other times during the day when we can be helpful to each other?
6. How do we depend on each other?

SECTION B: INTERDEPENDENCE IN THE FAMILY

Lesson 2:

Objective: Through use of the chart "News About Our Families," the child will observe and verbally identify that family members depend on each other, and that each member is important.

Prerequisite: Children should experience free play in the housekeeping corner. Prepare an environment which includes dress-up clothes, play-dough, cooking utensils, broom, mop, etc. Family members puppets and flannel board material should be available for use during free play.

Materials: Chart paper for experience notes and sketches, magic marker, family pictures

Procedure: Review what a family is and that each member is important. Make an experience chart entitled "News About Our Families," asking the children to share news that shows how family members depend on each other.

Lesson 3:

Objective: Watching the filmstrip "Why We Need Houses," the child will observe and verbally identify three necessities of shelter and the family as the provider of shelter.

Materials: "Why We Need Houses" (Shelter Series, Encyclopedia Britannica Films), projector, screen

Procedure: Show the filmstrip asking the following questions:

1. Why did Ken stay out overnight?
2. Was this better than his house?
3. Why did he want to go back to the house?
4. Why do we all need a house?

Make a chart entitled "What A Family Needs." The first basic need to be added should be a home (shelter).

1. Whom do we depend on for a house to live in?

Lesson 4:

Objective: Discussing the books Everybody Has a House and Everybody Has to Eat, the child will verbally identify the need for shelter and food.

Materials: Mary McBurney Green, Everybody Has a House, New York: W. R. Scott, 1961 and Everybody Has to Eat, New York: W. R. Scott, 1961.

Procedure: Read the books suggested, showing the pictures as you read. Use the following questions:

1. What are two things that everybody has to have?
2. Who makes certain we have a house?
3. Who makes certain we have food to eat?
4. What would happen if daddy forgot to buy the groceries?
5. What would happen if mother forgot to cook our dinner?

Add food as the second need on the "What a Family Needs" chart.

Lesson 5:

Objective: Examining objects representing needs and wants, the child will verbally identify and classify basic needs, representative objects and the family as the unit which provides basic needs.

Materials: Paper bag containing articles of food, clothing, and shelter (i.e., milk carton, shirts, model house, etc.)

Procedure: Have pupils form groups of six or less and then let each group take a turn to review the need for food, clothing and shelter. Introduce the bag, saying that there are things inside which stand for food, houses, and clothing. Have a child reach into the bag and take out one article. Use the following questions:

1. What is this?
2. Is it something you eat, wear, or live in?
3. Do we need it to live?
4. Who gives us these things?
5. Could we get them ourselves?

As articles are drawn from the bag have children place them in groups according to their function within the three major categories. Add clothing to the list of "What a Family Needs."

Lesson 6:

Objective: Participating in a discussion of family activities, the child will observe and verbally identify the interdependence of family members as illustrated by household objects.

Materials: Band-aids, aspirin bottle, softball, dishtowel, pliers, etc.

Procedure: Place the articles in a paper bag or box. Working with groups of six or less, have each pupil take an object from the container and tell when or how the object may be used at home. Emphasize the interdependence of family members with the following questions:

1. What do people use this for?
2. Who uses this in your family?
3. What would happen if mother or father didn't use this when you wanted it or needed it?

Lesson 7:

Objective: Participating in a pantomime game, the child will classify the social role of family members being demonstrated by class members.

Prerequisite: Provide children with materials and opportunities to demonstrate family living during free play (i.e., hats, etc.)

Materials: Hats, broom, cooking utensils, brief case, hammer, lawn mower, etc.

Procedure: Ask the children if every member of the family has some kind of job and find what specific things the children do to help at home. Tell the children that they are going to play a guessing game about jobs that families do. Give a child a broom and have him demonstrate a job. Have the class guess what the child is doing and which family member usually does it. Repeat with other props and children.

Make a mural entitled, "The Family at Work," depicting different members of the family at their specific tasks.

SECTION C: AN EXAMPLE OF INTERDEPENDENCE OF PILGRIMS AND INDIANS

Lesson 8:

Objective: Through reading and discussion of a Thanksgiving story, the child will observe and verbally identify that people who lived long ago were dependent upon each other.

Materials: Alice Dagliesh, The Thanksgiving Story, New York: Scribner, 1954.

Key Words: Pilgrim, Indian, Thanksgiving

Procedure: Read the Thanksgiving stories using the following questions:

1. What is Thanksgiving?
2. How did the Pilgrims help the Indians?
3. How did the Indians help the Pilgrims?
4. What might have happened to the Pilgrims if the Indians hadn't helped them?

Prior to Thanksgiving make a display on the bulletin board which emphasizes the nature of the holiday. Also use the globe and/or wall map to acquaint the children with the location of Plymouth, Massachusetts.

Lesson 9:

Objective: Through dramatization of the first Thanksgiving, the child will demonstrate the interdependence of Pilgrims and Indians.

Materials: Pilgrim and Indian hats and any relevant props which may be available.

Procedure: Group the children into Pilgrims and Indians, help each group to decide its role. Conclude the story with a Thanksgiving feast consisting of simple refreshments. Discuss how the children are dependent upon each other not only as Pilgrims and Indians but also in the daily routine within the classroom.

SECTION D: INTERDEPENDENCE IN OUR COMMUNITY

Lesson 10:

Objective: Through a discussion of the community, the child will observe and verbally state the importance of people in his environment.

Materials: Pictures of Jonesboro, Georgia, globe and wall map

Procedure: Review briefly the interdependence of family members. Ask if the children know what city the school is in. Show a picture of the business district asking the questions:

1. In what town was this picture taken?
2. How do you know?
3. What things do you find in a town like Jonesboro?
4. Do you know anyone who works in Jonesboro? What is his (her) job?
5. How do we depend upon the people in the pictures?
6. Could we do all jobs ourselves?

Post pictures of Jonesboro on the bulletin board. Use a globe, wall map and map of Georgia to show the location of Jonesboro.

Lesson 11:

Objective: Through planning and taking a walk through the business district, the child will observe and be ready to state verbally that workers help us and that we depend upon them for many things.

Materials: Photographs of buildings in downtown Jonesboro, Georgia- one photograph for each child and a duplicate for use on a bulletin board, opaque projector, screen, teacher-made outline map of Jonesboro, Georgia

Procedure: Identify a route for the trip. Take pictures of buildings and houses along the route. Prepare a bulletin board outline of Jonesboro, indicating major streets and the location of the photographed buildings. Plan the trip with the children by discussing things that they might see. Using an opaque projector, show the photographs of Jonesboro buildings. Discuss where the buildings might be found in Jonesboro and refer to the bulletin board map.

On the walk, give each child a photograph, instructing him (her) to find the actual building. While walking, point out locations of community services rendered by the doctor, policeman, florist, supermarket, hardware store, and governmental agencies. Ask the children to identify the person or agency, define the community function, and tell how they depend upon the agency or person.

After returning to the classroom, have each child match his (her) picture with the duplicate pictures displayed on the bulletin board map. Discuss the importance of the buildings to the community. Emphasize directions such as North, South, East and West.

Lesson 12:

Objective: Through visits by local helpers, the child will observe and verbally identify community helpers, their function, and how the child depends upon them.

Materials: None

Procedure: Invite one visitor per day to talk briefly to the children about his (her) work as a community helper. Ask the visitor to emphasize how he (she) helps children, their parents, and others. Begin by inviting school workers gradually extending to the postman, policeman, etc.

After the visit read stories and poems, play games, or dramatize the helper's work. When reviewing each visit, ask the children how they depend on him and how the helper depends on other helpers. If the children saw the helper or the place where he works on the walking tour refer to the map having them identify where the helper works.

The following sample lessons may be adapted for individual visitors:

Topic: We are dependent on firemen

Objective: Through a study of the fireman, the children will observe and verbally identify the fireman and his role in the community.

1st-day Procedure:

Prepare a planned classroom environment before beginning a study of the fireman as a community helper. Have model fire stations and fire trucks for creative play. Provide firemen's hats, raincoats, rope for fire hose, etc. for dramatic play. Have pictures and stories about firemen at work displayed around the classroom.

Introduce this study by reading a story about a fireman and then showing a model fire truck to children. Encourage comments on the fireman and his work.

2nd-day Procedure:

Tell the children that tomorrow they will have a visitor in school. Announce the name of the fireman who will be present and explain how the pupils should greet the visitor. Ask the children what they would like to know about our helping friend the fireman and make a list of the questions. Then talk about the work of the fireman and the reasons why we want to listen to all the fireman will tell us next day.

3rd-day Procedure:

Preparation: Contact the fire department to determine the date of the visit. Arrange with the fireman to stress the interdependence of his job with that of other firemen, how he helps the children and their families, and how the children can help him. Ask him to bring wearing apparel or equipment which could be shown to the children.

Procedure: Introduce the fireman to the children. After the fireman finishes speaking, allow the children to ask the questions identified on their list. Additional questions generated by the discussion should be entertained. At the question period, the fireman and teacher should discuss safety rules during fire drills and methods of fire prevention.

As a supplementary activity, plan a bulletin board dealing with fire prevention. Encourage suggestions from the children.

4th-day Procedure:

Talk about the fireman's visit and stress the things he brought out to illustrate the interdependence of his work with others and how he depends on us for help as we depend on him. Plan with the children to write a thank-you note to the fireman.

Set up chairs for a fire engine and provide props to illustrate the things learned from the visiting fireman through dramatic play.

Suggested art activities:

Construct a fire truck from a cardboard carton as a class project or use shoe boxes for individual fire trucks.
Make a fire hydrant from a paper towel tube.
Make figures to represent firemen from pipe cleaners or clothes pins.
Make fireman hats.

Lesson 13: (Optional if child has not had previous experience.)

Objective: By taking a trip to the dairy, the child will observe and verbally identify the role of each dairy worker and his dependence upon other workers.

Materials: Appropriate stories, picture books, camera and film, tape recorder

1st-day Procedure:

Read a story about a dairy and discuss the pictures using the following questions:

1. Where does a dairy get its milk?
2. Could it get milk without farmers who keep cows?
3. How does the milk get to the dairy?
4. Could the milk get to the dairy without someone to drive the truck?
5. Can one person do all the work of the dairy?
6. Where does your mommy or daddy buy milk for the family?
7. Does he (she) buy it at the dairy? Where?

Send a note home with each child asking parents at which store they buy milk. Discuss the diversity of stores the following day.

2nd-day Procedure:

Tell the children that they are going to take a trip to the dairy. Ask them what they think they will see and what they should look for. Be sure to make all necessary arrangements (i.e., reservations, transportation, and parental permissions).

Discuss the places that children's parents buy milk. Ask the following questions:

1. Where does your mother or father buy milk?
2. Is the store near your house?
3. Could the dairy worker do all the work of selling the milk in the stores?
4. Who does the selling of milk?

Show the pictures of dairy helpers (Chicago: Society of Visual Education No. SP 122), and discuss how they are interdependent.

3rd-day Procedure:

Visit the dairy. Take photographs of special points of interest, and tape record interviews with the workers. Have children ask questions of the guide or workers. Emphasize that the workers cannot do their job without the help of others.

4th-day Procedure:

Display the photographs on the bulletin board. Discuss the trip and things children noticed. Make an experience chart and tape children's reactions. Show a filmstrip about a dairy without reading the script. Ask them:

1. Is the picture like the dairy you visited?
2. Does it take more than one person to do the work?
3. How is this dairy different.

Display the photos taken at the dairy.

Lesson 14:

Objective: Through discussion, dramatization and a field trip to the airport, the child will observe and verbally identify the interdependence and roles of helpers at the airport.

Materials: Books about airplanes, model planes, pictures

Procedure: Introduce the children to a planned environment of small airplanes and airports. Read stories, poems, and songs related to airplanes. Post pictures on the bulletin board.

Tell the children they are going on a trip to the airport and discuss with them what they will see and things they should look for. On the trip take photographs and have children interview helpers. Upon returning to the classroom, review the trip, display pictures developed. Use the following questions:

1. Could one person do all the work at the airport? Why not?
2. What were some of the different jobs?
3. How do we depend on people at the airport?

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